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ABSTRACT

This manual was prepared for school administrators and staff in Illinois school districts. Following a statement of the rationale for preparing the manual, a section on discriminatory legislation discusses Title IX of the Education Amendments of 1972 and Public Law 19-597 of Illinois. The next section discusses sex role stereotyping in classroom activities and in textbook prose and illustrations. The next section gives examples of sexist and nonsexist use of language. "Balance vs. Imbalance" suggests how to examine instructional materials in math and science and in history and social science for portrayals of equality and inequality of the sexes. The following section presents five questions to ask in analyzing the content of an entire text. A summary gives guidelines for valid portrayal of the sexes. The conclusion suggests steps school administrators can take to help correct problems of sexist treatment and lists ways teachers can "neutralize" sexist materials in the classroom. A bibliography and list of resource organizations are included. (LMS)

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ED167707

ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin
State Superintendent of Education

# MANUAL FOR RECOGNIZING SEX BIAS IN INSTRUCTIONAL MATERIALS AND ADMINISTRATIVE PROCEDURES

Edited
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CE 018 316

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# FOREWORD

Providing Illinois children with equal opportunities for a high quality, fully integrated education is basic to all policies and goals of the State Board of Education.

In keeping with compliance steps of H.E.W., Title IX guideline, and the Civil Rights Act of 1964, the Illinois Office of Education suggests that school districts take certain steps in eliminating sex bias from curriculum and instructional materials. Title IX of the Educational Amendments of 1972 and new state law have brought to the public's attention what many of us have known for a long time: and that is -- we have not always given females equal access to the same course offerings as we have given males and that we have not always portrayed females equitably in textbooks and instructional materials. In short, we have sometimes, blatantly denied women equal educational opportunities in our schools and throughout schooling.

The State Board of Education and the Illinois Office of Education believe that school districts need to develop learning processes which help prevent sexism in the classroom and correct practices and materials which stereotype roles for our students. Each school district should begin to establish corrective and equitable programs to meet the requirements of the guidelines. To help in this effort this manual has been developed to help schools:

Build awareness of sex-role bias in school administration and staff.

Identify current teaching practices that are sexist and which may deny equal opportunity to both boys & girls.

Identify instructional materials and other errors which require corrections for the development of non-sexist alternatives.

Relate positive administrative and educational practices of equal opportunity to the goals of elimination of sexist treatment.

We encourage schools to adhere to the Provisions of Title IX and we offer our technical assistance, as well as this manual, to help meet those guidelines.

Joseph M. Cronin
State Superintendent
of Education

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# INTRODUCTION

When examing textbooks there is still evidence of some extent of sex - role stereotyping. There are three prominent areas where sexism appear - content, illustrations and language.

These factors commonly reinforce discriminatory attitudes about men and women in much the same way as ethnic and racial groups have been misrepresented. Some publishers have improved their treatment of minority groups that have suffered the effects of discrimination--but only of the men and boys in these groups; women also remain invisible or stereotyped.

This manual deals specifically with sex discrimination laws, sex role stereotyping, language distortion and how to eliminate it, and strives for a balance view of women in instructional materials.

There is a definite need for skill building in the area of sex bias recognition and its elimination. Many educators do not know how to recognize or treat sexist language, role stereotyping, or balanced sex roles. After the publication of a previous document, "Guidelines for the Evaluation and Selection of Ethnically Valid Instructional Materials," there was an overwhelming response from educators, to increase the section of sexism. Thus, we are responding to a need expressed across the State.

# RATIONALE

The issues of sexism and ethnic prejudice are separate, yet there are valid points of similarity and congruity. Like racism, sexism is a form of prejudice which, whether intentional or not, can be expressed in the written and pictorial content of instructional materials and in educational activity. Thus, the same caution which must be exercised with respect to the textbook and educational presentation of the various races and ethnicities must also be extended to the presentation of the sexes. The United States Civil Rights Commission states, "racism may be viewed as any attitude, action, or institutional structure which subordinates a person or group because of color." We can define sexism as any attitude, action, or institutional structure which subordinates a person or group because of sex. Instructional materials that condone or express sexist attitudes are teaching children to be prejudiced. Materials and actions that treat men and women, and boys and girls as equals will encourage children to discover and express themselves to their full potential.

"Ten years ago, few people questioned the distribution of authority, earning power, and freedom to choose work among men and women. Even fewer noticed the similarity between sex discrimination and that suffered by ethnic groups. Until recently, most people took these conditions for granted to such an extent that they went unnoticed.

"Women are under-represented in the occupations which command high incomes--lawyer, doctor, executive--or high prestige--professor, scientist. They are only three percent of lawyers, less than one percent of engineers, and one half of one percent of senior physicists. As a matter of fact, there are proportionately fewer women in occupations that are interesting, varied, or require specialized lengthy training. Most are concentrated in subordinate, supportive positions such as domestic service and clerical work."[1]

"In restricting people according to their sex--occupationally or psychologically--our schools reflect our society.

-Society restricts people by putting overt or implied sex labels on jobs and rejecting applicants of the other sex; schools in some places, either expressly or by implication, label courses--home economics, shop, physics, typing--'for boys,' 'for girls.' In many cases, the labels don't need to be expressed; everyone knows them.

-Society restricts imagination and aspiration by example--executives are male, secretaries are female; the schools show students the example of male administrators and prestige-team coaches, female teachers, nurses, librarians, secretaries.

-Society constantly shows--on television, in periodicals, and popular fiction--images of men and women that reinforce

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[1]Committee on Education and Labor, U.S. House of Representatives, Hearings on H.R. 208 (Women's Education Equity Act). Washington, D.C., U.S. Government Printing Office.

present conditions; the schools show the same kinds of images in educational materials.

"In reflecting the society around them, schools are responsible for the formation of future beliefs. Schools can either perpetuate or change those patterns of the present that restrict people unfairly. School administrators are becoming increasingly aware of the extensive injustice of current miconceptions about the limitations of women and men. They are also learning more about the extent of waste in talent and productivity such misconceptions cause. More and more, they will want to take steps--indeed many are taking steps--to end sex role stereotyping in their school systems."[2]

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[2]"Sex Equality in Educational Materials," AASA Executive Handbook Series, New York, N.Y.

# LEGISLATION

The Illinois General Assembly recently has amended the School Code with House Bill 2153 which allows for equal opportunities in hiring, placement, and course instruction for both males and females, and equal access to physical education and athletic programs. Also, the U.S. Department of Health, Education and Welfare has developed federal guidelines (Title IX) which prohibits sex discrimination in federally assisted educational programs.

The following is a synopsis of both legislations

Federal Legislation

> The Department has published an implementing Regulation for Title IX of the Education Amendments of 1972, which prohibits sex discrimination in Federally-assisted education programs. Specifically, Title IX states:
>
> > "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."[3]

While this law deals specifically with programs equal access it does not address curriculum. The Title IX Guidelines does refer to curriculum materials in this manner..

> "The final regulation includes a provision which states that "nothing in this regulation shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or cullicular materials". As noted in the Preamble to the final regulation,

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[3] Federal Guidelines, Title IX, Office of Civil Rights, U.S. Department of Health, Education and Welfare.

> the Department recognizes that sex stereotyping in curricula is a serious matter, but notes that the imposition of restrictions in this area would inevitably limit communication and would thrust the Department into the role of Federal censor. The Department assumes that recipients will deal with this problem in the exercise of their general authority and control over curricula and course content. For its part, the Department will increase its efforts through the Office of Education, to provide research, assistance, and guidance to local educational agencies in eliminating sex bias from curricula and educational materials!"[4]

State Legislation (Public Law 19-597)

Synopsis of House Bill 2153 reads:

> "Amends the School Code to guarantee no sex discrimination in the hiring, placement, and promotion of educational personnel. Provides that no student be refused admission into any course of instruction offered in the schools on the basis of sex. Guarantees male and female students equal access to physical education and athletic programs supported from school district fund or participation in comparable physical education and athletic programs".[5]

Therefore, this document is attempting to keep within the philosophy of both laws in that it is trying to sensitize educators and students to the sexism that is present in our curricula and instructional materials. Educators should be able to provide an atmosphere in which both male and female students are given equal opportunity in course work as well as non-discriminatory treatment in the educational experience.

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[4] Ibid

[5] House Bill 2153 (Ch. 122, pars. 24-4, 27-15, 27-21, and 34-18), 79th General Assembly, State of Illinois, 1975 and 1976.

The method of identifying and correcting is only one approach to examing materials for sexism. However, by using this method, it can enable one to still utilize the existing sexist material. Another advantage is that this method allows for awareness building and consciousness raising efforts for individuals that may be on various levels of awareness.

# STEREOTYPING

Most of us carry stereotypes in our minds regarding the appropriate roles for males and females. These attitudes have been part of our environment since we were born. So much of what we have been exposed to has conditioned us, intentionally or unintentionally, to see things as very characteristic for one sex but not for the other. From the time one enters school, the subject matter and the very words themselves have supported and reinforced the concepts of sex differences and the idea that certain behavior may be acceptable for one but not for the other.

If one is to be free from sex - role stereotyping it is necessary to state it does exist. The problem must be identified before it can be corrected. There must be a concerted effort to remove these overt or subliminal methods of bias indoctrination.

Many stereotypes formed at home are unknowingly reinforced by classroom experiences; in addition, new ones are created. It is particularly important, therefore, to examine all curricula for indications of stereotyping.

Even more important, perhaps, is to look for ways that the very stereotypes which exist in texts and curricula materials can be used to advantage to teach students to look beyond the irrational image upon which so many faulty judgments are based.

The three most basic forms of sex - role stereotyping, sex role model identification; stereotyping in prose and stereotypic illustrations will be discussed in this chapter.

THE ROLES OF MEN AND WOMEN SHOULD NOT BE PRESENTED IN A STEREOTYPICAL FASHION AND SHOULD NOT BE CHARACTERIZED AS MASCULINE OR FEMININE.

ROLE MODELS

> "The traditional roles of women in American Society as homemakers and in the areas of child-rearing, education, nursing, and the arts are both valuable and vital to the life of the society. No effort should be made to downgrade or disparage these roles. Rather, an effort must be made to expand the roles of both sexes, to include women in areas such as business and science. An unbalanced assignment of such roles does a disservice to both sexes. Children should see people of both sexes in a variety of activities and roles so they can identify with those models and thus develop their own individual talents and preferences to their best advantage."[6]

IN DESCRIPTIONS OF WOMEN, A PATRONIZING OR GIRL-WATCHING TONE SHOULD BE AVOIDED, AS SHOULD SEXUAL INNUENDOES, JOKES, AND PUNS. EXAMPLES OF PRACTICES TO BE AVOIDED: (1) focusing on physical appearance (a buxon blonde using special female-gender word forms--poetess, aviatrix, usherette); (2) treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; and (3) making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

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[6] Guidelines for Development of Elementary and Secondary Instructional Materials, Holt, Rinehart & Winston.

EXAMPLES OF STEREOTYPES TO BE AVOIDED: (1) scatterbrained female; (2) fragile flower; (3) goddess on a pedestal; (4) catty gossip; (5) henpecking shrew; (6) apron-wearing mother; (7) frustrated spinster; and (8) ladylike little girl.

In examining instructional materials it is helpful if the following questions are asked:

1. Are females shown solving problems without male assistance?
2. Are they shown working outdoors? In strenuous physical situations? Traveling?
3. Are girls shown earning money awards and rewards?
4. Are mothers and other women shown in positions of authority in addition to those of teacher, nurse, and librarian?
5. Are girls shown operating machines and contructing things?
6. Are girls shown in active activities as well as passive activities?
7. Are they sometimes rough or rude, with the understanding that this isn't "unladylike," but unkind and also sometimes natural?[7]

Men are also subjects of degrading stereotyping which imply that all men suffer from certain common failings. These ideas are often conveyed in cartoons as well as written passages.

IN DESCRIPTIONS OF MEN, ESPECIALLY MEN IN THE HOME, THE FOLLOWING SHOULD BE AVOIDED: (1) references to general ineptness, (2) men characterized as dependent on women for meals, (3) men shown clumsy in household maintenance or as foolish in self-care, (4) characterization that stress men's dependence on women for advice on what to wear and what to eat, and (5) men as objects of ridicule (the henpecked husband).

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[7]Sex Equality in Educational Materials, AASA Executive Handbook Series, New York, N.Y.

Some of the similar questions can be asked when examining textbooks depicting a male image.

1. Are boys sometimes shown enjoying musical instruments, visiting art galleries, maybe stroking a kitten rather than rough-housing with a dog?
2. Are males sometimes responsible for housework?
3. Are their hobbies sometimes crafts such as weaving and ceramics?
4. Are males shown as expressing feelings--gentle as well as violent ones?
5. Are men or older boys often shown caring for children, not just disciplining them?
6. Are men shown in nontraditional occupations, such as nurse, librarian, and primary teacher?[8]

STEREOTYPES ARE OFTEN CONVEYED BY PROSE PASSAGES: (1) women and men should be treated with the same respect, dignity, and seriousness; (2) neither man nor woman should be trivialized or stereotyped, either in text or in illustrations; (3) women should not be described by physical attributes when men are being described by mental attributes or professional position; and (4) references to a man's or a woman's appearnace, charm, or intuition should be avoided when irrelevant.

| Examples of Sexist Language | Alternatives |
|---|---|
| "Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette." | "The Harrises are an attractive couple.<br><br>Henry is a handsome blonde and Ann is a striking brunette.<br><br>The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer." |

[8]Ibid

| Examples of Sexist Language | Alternatives |
| --- | --- |
| | "The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs." |
| girl - as in I'll have my girl check that. | "I'll have my secretary (or my) assistant) check that. (or use) the person's name.)" |
| lady used as a modifier, as in lady lawyer | lawyer (a woman) may be identified simply through the choice of pronouns, as in the lawyer made her summation to the jury- TRY TO AVOID GENDER MODIFIERS altogether, when you must use women or female.[9] |

[9]Guidelines for Equal Treatment of The Sexes (McGraw Hill) p. 4-6 PASSIM

ILLUSTRATIONS AS WELL AS WRITTEN CONTENT CAN DISCRIMINATE AGAINST WOMEN THROUGH OMISSION, RESTRICTED RANGE OF PORTRAYAL, AND DEMEANING OR PATRONIZING QUALITY.

Some illustrations tend to reflect a derogatory stereotype of women:

CARTOONS and other visuals which may be blatantly sexist may be very useful in teaching sensitivity.

Questions and strategies such as role playing can be used to elicit feelings of girls to this type of representation. Boys can present alternative CARTOONS which they find degrading to them.

The concern is for the impact that these stereotypes, pictorial or prose have on children. These images project the message that success for girls will lie in serving, pleasing and watching others, while success for boys result from independence and activity. If a little girl identifies with the images of girls in most texts, she will be assimilating a lesson of sub-servience and passivity. At the same time the little boy is learning to express independence and creativity.

Another difference in the images of boys and girls is in their emotional expression. Girls express a much wider range of emotions. Girls, cry, love and nurture.

In contrast boys almost never cry - the young boy is taught to control his emotions; Thus in the same way that girls are constrained by images which stereotype them as passive, boys are constrained by images which stereotype them as strong and silent.

The textbooks thereby encourage both sexes to limit themselves to be less than full human beings.

# THE LANGUAGE OF SEXISM

Current research suggests that by middle childhood, cultural expectations have been internalized by children. Language usage and vocabulary are important conveyers of a society's prevailing value system. Use of unequal terms for the two sexes, consistent positioning of one sex before the other, labels which degrade or denigrate, even the assumption that "one" is always "he," are all devices which denote one sex as of more worth than another.

It is important, therefore, that instructional materials from the earliest levels be written to cummunicate recognition and acceptance of the worth of both sexes. Both curriculum guides for teachers and instructional materials for students warrant re-examination in this respect. In referring to teachers as well as to others in the educational system, it is important that we communicate that these persons may be of either sex.

Avoiding the use of the generic pronoun, "he," is not easy, but is worth the effort and can be accomplished in such ways as the following, used appropriately: (1) use of the plural form; (2) alternating the use of he and she; (3) use of the symbol s/he; (4) alternating the use of he/she and she/he; and (5) alternating use of the two terms in the phrases "girls and boys"; "men and women."

LANGUAGE ITSELF CAN BE SEXIST, AND THUS CARE MUST BE TAKEN NOT TO TREAT WOMEN INSENSITIVELY DUE TO AN INAPPROPRIATE CHOICE OF WORDS OR PHRASING.

WOMEN SHOULD BE REFERRED TO AS PARTICIPANTS IN THE ACTION, NOT AS POSSESSIONS OF THE MEN. Terms such as pioneer, farmer, and settler, should not be used as though they applied only to adult males.

| Examples of Sexist Language | Alternatives |
|---|---|
| "Pioneers moved West, taking their wives and children with them." | "Pioneer families moved West.<br><br>Pioneer men and women (or pioneer couples) moved West, taking their children with them." |

WOMEN SHOULD NOT BE PORTRAYED AS NEEDING MALE PERMISSION IN ORDER TO ACT OR TO EXERCISE RIGHTS (except, of course, for historical or factual accuracy).

| Examples of Sexist Language | Alternatives |
|---|---|
| "Sam Jones allows his wife to work part-time. | "Mary Jones works part-time. |
| the fair sex; the weaker sex | women |
| the distaff side | the female side or line |
| the girls or the ladies (when adult females are meant) | the women |
| girl, as in: I'll check that." | I'll have my secretary (or my) assistant) check that. (or the person's name.)"[10] |

[10]Ibid

The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one. . .he," "anyone. . .he," and each child opens "his book." Nevertheless, avoid when possible the pronouns he, him,and his in reference to the hypothetical person or humanity in general.[11]

Various alternatives may be considered:

| Examples of Sexist Language | Alternatives |
|---|---|
| "(1) Reword to eliminate unnecessary gender pronouns. | |
| The average American drinks his coffee black. | The average American drinks black coffee. |
| (2) Recast into the plural. | |
| | Most Americans drink their coffee black. |
| (3) Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.) | |
| (4) Alternate male and female expressions and examples. | |
| I've often heard supervisors say, "he's not the right man for the job," or "He lacks the qualifications for success." | I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success." |
| (5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males."[12] | |

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[11]Quoted in Guidelines for the Equal Teatment of the Sexes

[12]Ibid. passim

IN REFERENCE TO HUMANITY AT LARGE, LANGUAGE SHOULD OPERATE TO INCLUDE WOMEN AND GIRLS. Terms that tend to exclude females should be avoided whenever possible.

The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.[13]

| Examples of Sexist Language | Alternatives |
|---|---|
| "mankind | "humanity, human beings, human race, people |
| primitive man | primitive people or peoples; primitive human beings; primitive men and women |
| man's achievements | human achievements |
| If a man drove 50 miles at 60 mph. | If a person (or driver) drove 50 miles at 60 mph. |
| manmade" | artificial, synthetic, manufactured, constructed, of human design."[14] |

[13] Guidelines of Equal Treatment of the Sexes pp. 7 & 8.

[14] Ibid

| | |
|---|---|
| "grow to manhood" | "grow to adulthood, grow to manhood or womanhood" |

Another problem is the word which has man as a suffix, but may relate equally to women. Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

| Examples of Sexist Language | Alternatives |
|---|---|
| "congressman | "member of Congress, representative (but Congressman Smith and Congresswoman Roberts) |
| businessman | business executive; business manager |
| fireman | fire fighter |
| mailman | mail carrier, letter carrier |
| salesman | sales representative, salesperson, sales clerk |
| insurance man | insurance agent |
| statesman | leader, public servant |
| chairman | the persons presiding at (or chair a meeting); the presiding officer, the chair; head; leader; coordinating moderator |
| cameraman | camera operator |
| foreman" | supervisor*" |

"*In this case, the change in wording may present an incorrect picture. In many business organizations, the employment grades "foreman" and "supervisor" are quite different, both as to level of responsibility and to tasks to be performed."[15]

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[15]Ibid

These guidelines can only suggest a few solutions to difficult problems or rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts stressing a one-to-one relationship, as between teacher and child. In such cases, either using the expression he or she or alternating he and she, as appropriate, will be acceptable.

## BALANCE vs. IMBALANCE

History as it has developed has included an equal amount of experience in living for men and women. History, as it is recorded, tends to emphasize those events in which male experience predominated, particularly where military and political events are highlighted.

If girls are to have learning experiences which develop a positive attitude of self-worth, they must see other females as having power, making significant contributions in order to develop concepts of the equal worth of both sexes; boys also must experience this kind of curriculum.

Balance is not exclusively a desirable characteristic of social studies programs. All areas of communication, including language arts, reading and literature, films, pictures, even the posters in the school corridor, all are vehicles for portrayed equality or inequality of the sexes.

| MATERIALS SHOULD TREAT THE ROLES OF FEMALES WITH THE SAME RESPECT AND CONSIDERATION AS MALES, REGARDING THE TWO SEXES AS EQUAL IN VALUE AND IMPORTANCE. |
|---|

### Mathematics and Science Textbooks

In looking at mathematics and science texts, particularly at the secondary school level, an "affirmative action" rather than an equal opportunity position may be desirable. Each has traditionally been seen as more attractive to males, if not stereotyped as "more within male than female competence." Consequently, tests and learning materials must now present

a positive image, of both mathematics and science as areas in which girls can also excel, and in which there are employment opportunities for women as well as men.

Generally speaking, the higher the grade level, the more male oriented the mathematics publications have tended to be. Girls' names show up in publications, but frequently in rather passive situations; as has been true in mathematics materials in the past, Mary continues to be a different age from her male fellow student and the pupil must apply algebraic processes to discover their ages.

Most science publications reviewed, used male pronouns in referring to science teachers. The same texts referred to students either by the impersonal pronoun, or a plural reference to student, which avoided a sex identification. Schools may find it advisable to check locally prepared science resource units and laboratory manuals, to make sure that courses of study are not male oriented.

Illustrations in descriptions of experiments are often the major indicator that the course is perceived of as primarily a male program.

Corrections and adjustments of this type of imbalance are obvious, they just require substitution of examples which include both girls and boys in equally desirable activities.

| THE ACHIEVEMENTS AND CONTRIBUTIONS OF FEMALES IN ALL FIELDS OF ENDEAVOR SHOULD BE PRESENTED. |
|---|

History and Social Science

A person conscious of discrimination frequently searches history for identification. For the woman of a racial or ethnic minority, such a search often deals a double blow, in that many of our history books have tended to omit any reference to the everyday life, let alone the contributions to society of racial and ethnic groups in general and of women of all backgrounds. Any social studies course which has historical emphasis, therefore, should be examined with respect to such imbalance.

Some points of entry, in which material related to women, should be included. An example follows:

Celebrating holidays and festivals helps to tell the story of our country.

> The story of President Lincoln and the freeing of the slaves will help us to understand the history of the Negro in American life.

This was suggested as a point at which the role of women abolitionists could be included.

Another problem of the combined female-male list as a way of balancing curriculum is that unlike entries are often included to bolster the number. In this context, it is noted that there is a tendency to omit important women as contributors to a particular period of history if they were controversial figures. In addition, the general lack of knowledge about women's roles in various periods has led to some strained identifications. Thus, Dolly Madison has been listed occasionally as an important woman at the time of the American Revolution. However, she was only eight years old when the Declaration of Independence was written. Furthermore, the usual description of her does little

to change the stereotype of the wife and hostess role.

Abigail Adams has become recognized as a woman whose explorations into political philosophy matched that of her husband and some of his illustrious colleagues. There are a number of women "activists" whose stories are generally coming before the public.

Balance of male and female role is often better achieved in courses of study focused upon cultural development.

The sociological approach is often a good way of examining other cultures in regards to the role of women and men in the society. The values can be discussed in comparison to those of this society. Also, comparisons can be studied between different class structures, races, and religions on the role of women within those sub-groups.

# CONTENT ANALYSIS OF ENTIRE TEXT

Questions

1. Is information about women's achievements and the ways events and situations affect women integrated with the same kind of information about men rather than off to a separate section?
2. Does the book convey the difficulty of a continuing struggle for women's rights rather than imply that it ended when "Congress gave women the vote"?
3. Does it describe the inequities in property and marriage practices, in education, and in the job market that women have long fought to change?
4. Does it recognize the importance of women in the development of agriculture, trade, the labor movement?
5. Does it discuss matriarchies as well as patriarchies?

## SUMMARY: GUIDELINES FOR VALID PORTRAYAL OF THE SEXES

1. Roles of men and women should not be presented in a stereotypical fashion and should not be characterized as masculine or feminine.
2. Language itself can be sexist, and thus care must be taken not to treat women insensitively due to an inappropriate choice of words or phrasing.
3. Illustrations as well as written content can discriminate against women through omission, restricted range of portrayal and demeaning or patronizing quality.
4. Materials should treat the roles of females with the same respect and consideration as males, regarding the two sexes as equal in value and importance.
5. The achievements and contributions of females in all fields of endeavor should be presented.

# CONCLUSION

In the introduction we stated that schools can be responsible for a change in attitudes of sexist treatment.

There are certain steps that can be taken by school administrators to correct some of the problems. If society puts restrictions on people according to their sex, it is up to the administration to try to develop policy and practices that allow for the total development of human potential within the school system.

One concrete example is to insure that course offerings are not "labeled" according to sex or a sex bias (e.g., Bachelor Living, Mother and Baby Care, etc.). If you choose to keep restrictive labels for courses, begin to sensitize both male and female students. State that the courses are not only open to both sexes but recommended for both.

In the counseling and vocational programs insure that counselors are aware and sensitive to the multiple needs of students. They should try to provide positive direction for female and male students to aspire to previously non-traditional professions.

The media is an influencing vehicle. The effects upon advertising as well as television shows often perpetuate sexist treatment that is carried over into our schools.

Some spot checks you may wish to make to determine the attitude toward sexual equality in your school are:

-Check the equality of expenditures for sports and extra-curricular activities for both boys and girls.

-Determine if there is a male dominance or segregation by sex in extra-curricular clubs or activities.

-Are the prestige teams "only for boys"?

-Are female teachers paid less on the basis that they <u>are</u> females?

-Are females represented in top administration?

-What penalties, if any, do women suffer due to maternity leaves? Does the woman suffer loss of any benefit, promotion, compensation for extra-curricular activities, etc.?

-Are teachers assigned to particular class on the basis of their sex?

-Are disciplinary actions carried out according to the student's sex rather than the situation?

-Do you or any of your teachers use sexist terms like "chick," "dolly," "baby," etc.?

-Does your school offer its staff training about sex bias and the implication it has in the school system?

If you wish to eliminate sex bias within your school, the above questions should be asked and dealt with seriously. We urge you to support your personnel in trying innovative means of teaching and allowing for an equal treatment of the sexes, both in policy and practice.

The following suggestions are aimed at teachers to aid in neutralizing sexist materials.

Sexist materials themselves can be very valuable in eradicating children's sexism. However, teachers need certain awareness and skills if this is to happen. The school district or a university can offer a workshop or course to give school staff whatever special training they need.

Skilled teachers can use many ways of neutralizing sexist materials in the classroom. Here are a few suggestions:

1. Work out guidelines on sexism with the class so that the students can evaluate the materials they use. This encourages them to think critically and analytically rather than accept every statement at face value.
2. Hold class discussions of statements or situations in textbooks. Are they realistic? Why or why not?
3. Collect nonsexist supplementary materials--from periodicals, newspapers, library books, paperbacks, government agencies, private foundations, museums. Use such media as photographs, records, tapes, works of art, films, and videotapes.
4. Set aside a time for children's presentations on "Women in the News."
5. Ask students to fill in the information missing from history or social studies texts. Reproduce the materials they create.
6. Discuss desirable and undesirable human characteristics.
7. Ask the class to gather statistics on the occurrence of various family structures--and on mothers' employment outside the home--in the nation or in the community. Compare these with occurrence of these structures in readers, anthologies, library books.

8. Ask students to compose descriptions or make collages on the ideal woman and ideal man as presented in communications media --on the typical woman and typical man. Discuss whether it is desirable to be like any of these images. Give reasons.
9. Ask history or economic students to relate women's social condition in any given time and place to the requirements of the labor market.
10. Ask students to analyze sexism in popular songs, jokes, the district's personnel directory, TV cartoons, children's rhymes, nursery stories, and toys and toy packaging.

You and your staff will probably develop many more ideas for classroom use.

Attacking sexism in materials at the source --the publishers-- will help spare students the damage sex stereotyping does. Teaching students to use experience and research to weigh the truth of communications helps prepare them to live wisely. By doing both, you give them the chance to become stronger, more responsible human beings.

# BIBLIOGRAPHY

Below is a brief listing of several publications and periodical references useful for reviewers of curriculum for sexism. In addition, addresses or organizations engaged in ongoing preparation and publication of material concerning sexism are given.

Rather than duplicating the extensive work done by others in identifying resources, including organizations and bibliographies, we have reprinted a section from *Images of Women*, published by the Pennsylvania Department of Education in 1973.

Books and Pamphlets

Ahlum, Carol, and Fralley, Jacqueline. *Feminist resources for schools and colleges. A guide to curricular materials.* Old Westbury. Feminist Press. 1973.

This inexpensive booklet is invaluable for schools wishing to bring change with regard to sexism in the classroom. In addition to other guidelines for review of instructional materials, entries include listings of non-sexist books at various grade levels, and of multimedia, including simulations.

Business and Professional Women's Foundation. *Sex role concepts: an annotated bibliography.* Washington, D.C.

Education Committee of Pennsylvanians for Women's Rights. *Self-study guide to sexism in schools.*

This publication contains a wealth of suggestions for examining curriculum, instructional materials and library collections, as well as examining school staffing, and the total program of the school.

Educational Challenges, Inc. *Today's changing roles: an approach to non-sexist teaching.* Washington, D.C. Resource Center on Sex Roles in Education, the National Foundation on the Improvement of Education. 1974.

Subtitled "Teacher resources with curriculum related activities," this publication offers a wide variety of classroom strategies at both elementary and secondary levels which encourage both female and male students to examine sexist stereotypes, analyze implications of economic statistics, discuss human rights, and apply the valuing process to problems of sexism.

Education Task Force, NOW. *Children's literature and curriculum.* New York. National Organization for Women.

A list of literature on sexism in children's books.

_____. *Dick and Jane as victims.*

Sex stereotyping in children's readers.

_____. *Little Miss Muffet fights back.*

A listing of recommended non-sexist books.

Haller, Elizabeth. *Images of women.* Harrisburg. Pennsylvania Department of Education. 1973.

Prepared as a bibliography of feminist resources for Pennsylvania schools, this publication would be particularly helpful to provide better balance in library and media collections.

Kalamazoo Public Schools. *Recommendations for eliminating sex and racial discrimination in the instruction program.* K-12. Draft. Kalamazoo. 1974.

Contains a step by step plan being used in the schools to achieve the objectives described in the title. The Kalamazoo experience offers a useful model to apply in other school districts.

McLeod, Jennifer and Silverman, Sandra. *You won't do.* Pittsburgh. KNOW, Inc. 1973.

Subtitled "What textbooks on U.S. Government teach high school girls," the study also includes suggestions for change.

Resource Center on Sex Roles in Education. *What can you do about biased textbooks.* Washington. National Foundation for the Improvement of Education. updated.

Suggestions include activities for community groups as well as for school staff and students.

Stacey, Judith, Bereaud, Susan, & Daniels, Joan, eds. *And Jill came tumbling down; sexism in American education.* New York. Dell. 1974.

Periodicals

*Bill of Rights newsletter.* Fall 1972. The Constitutional Rights Foundation. Los Angeles.

The emphasis is upon sex roles and society. There are a number of sources relevant to curriculum listed.

*Current developments report.* Women Law Reporter, Inc., 514 Massachusetts Avenue, Washington, D.C. 20016.

Although some schools may find a subscription to this service too expensive, those concerned with sexism in curriculum should have access to it.

*Educational leadership.* November 1973.

A series of articles, including guidelines for reviewing curriculum.

*Inequality in education.* Number eighteen. October 1974. Center for Law and Education. Harvard University.

Much of this issue deals with the legal aspects of sex discrimination. Curriculum and classroom examples are also cited.

*Law in American society.* September 1974. Law In American Society Foundation. Chicago.

While the major focus of this issue is upon providing information concerning the legal status of women, there is also a section on classroom strategies in teaching about justice for women.

*Phi Delta Kappan.* October 1973.

Contains a series of articles concerning education and the feminist movement, including suggestions about reviewing the curriculum.

*Social education.* December 1972; March 1975.

Contains several articles concerning sexism in social studies classrooms. The more recent issue has a wealth of resource listings.

*Women's studies newsletter.* Box 334, Old Westbury, New York 11568.

Published four times a year.

Source Addresses

AFT Women's Rights Committee
1012 Fourteenth Street, N.W.
Washington, D.C. 20005

Business and Professional Women's Foundation
2012 Massachusetts Ave., N.W.
Washington, D.C. 20036

Emma Willard Task Force on Education
1520 W. 27th Street
Minneapolis, Minnesota 55408

Feminist Press
Box 334
Old Westbury, New York 11568

KNOW, Inc.
P.O. Box 86013
Pittsburgh, Pennsylvania 15221

National Organization for Women: Education Task Force
P.O. Box 4315
Grand Central Station,
New York 10017

Pennsylvanians for Women's Rights, Education Task Force
218 Chestnut Street
Lancaster, Pennsylvania 17603

Resource Center on Sex Roles in Education
The National Foundation for the Improvement of Education
Suite 918
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

Women's Action Alliance
200 Park Avenue
New York, New York 10017

Resources/Organizations/Bibliographies*

Emma Willard Task Force on Education, 1520 West 27th Street, Minneapolis, Minn., 55408. A packet of materials including proposals for change, classroom materials and resource lists for K-12 teachers. ($3.50)

Everywoman Bookstore, 2083 Westwood Boulevard, Los Angeles, California, 90025. New catalog every two months. Catalog of Non-sexist Children's Literature, 10¢ plus self-addressed stamped envelope.

The Feminist Press. Children's books: Box 334, Old Westbury, Long Island, New York, 11568. Reprints of works by women writers: 10916 Swansfield Road, Columbia, Maryland, 21043.

KNOW, Inc. P.O. Box 10197, Pittsburgh, Pa., 15232. Distributes newsletter. Publishes reprints of key feminist articles, five volumes of Female Studies.

Lollipop Power, P.O. Box 1171, Chapel Hill, North Carolina, 27514. Publishes non-sexist children's books. Catalog, $1.00, free to indigent day care centers.

New England Free Press, 791 Tremont Street, Boston, Massachusetts, 02118. Off-prints of articles on women's liberation.

Radical Education Project, Box 561-A, Detroit, Michigan, 48232. Reprints of articles relevant to women's liberation and education.

San Francisco Women's Media Workshop, 2224 15th Street, San Francisco, California, 94114. Tapes for rent or sale. One on sex role conditioning (30 minutes) is titled, "And That's What Little Girls Are Made Of."

Source Book Press, 185 Madison Avenue, New York, N.Y., 10016. Reprints of the publications of the first American feminist movement. 40 titles/63 volumes. $850.00.

Women's Heritage Series, Inc., 838 15th Street, Santa Monica, California, 90403. Famous Feminists Series booklets, calendar, posters, cards.

The Women's History Research Center, 2325 Oak Street, Berkeley, California, 94708. Archives of the current women's movement, international in scope. Issues directories of women's periodicals, a song book, tapes and periodical lists of research projects.

*From *Images of Women* by Pennsylvania Department of Educaticn. November 1973. Reprinted by permission.

Clearinghouse on Women's Studies, Florence Howe and Carol Ahlum, SUNY/College at Old Westbury, Box 210, Old Westbury, New York, 11568. Has a file of more than 600 courses in women's studies and descriptions of some 300, descriptions of 17 women's studies programs, information on degree-granting programs. Issues periodical fact sheets.

Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, New York, 10017. Compiled an annotated list of recommended non-sexist books for young readers, with suggested age range, *Little Miss Muffett Fights Back*, 50¢ a copy. Issues bibliography of articles on sex stereotyping in children's media, periodically updated. Has program with tapes and slides, "A Feminist's View of Children's Literature," approximately one hour long. The program is free, but if presented outside the New York metropolitan area, travel expenses and audio-visual equipment must be provided.

NOW Boston Chapter. "Images of the Growing Girl." 45 Newbury Street, Boston, Massachusetts, 02116. Five reading lists/ 45¢: Preschool, elementary, junior high, high school, general adult.

NOW Cleveland Chapter. Jean J. Weber. 8470 Wiese Road, Brecksville, Ohio, 44141. Secondary school psychology texts.

NOW New York City Chapter. Ann Grant West. 453 7th Street, Brooklyn, New York, New York, 11215. Study of all areas of sex discrimination in the New York City public school system.

NOW Union County Chapter. Jean L. Ambrose. 549 Lenox Avenue, Westfield, New Jersey, 07090. Alternatives to the usual Home Ec./Shop courses which eliminate sex stereotyping.

Pennsylvanians for Women's Rights. Education Task Force. 218 Chestnut Street, Lancaster, Pennsylvania, 17603. All aspects of sex discrimination in Pennsylvanian schools. Textbook monitoring project. Kit on fighting sexism in the schools--"Self Study Guide to Sexism in the Schools."

Westside Women's Committee, P.O. Box 24D20, Village Station, Los Angeles, California, 90024. Published a memorandum, "Sex Stereotypes in the Classroom" in the fall of 1971 for distribution to school authorities. Preparing a guide for authors, editors and textbook review committees; collecting reports of instances of sex discrimination (involving boys as well as girls) in California; preparing a statement on the subject of sex channeling in public schools.

Woodward Feminists. Brett Vuolo. 305 8th Avenue, Brooklyn, New York, 11215. Analysis of the curriculum of Woodward School in Brooklyn, a parent-teacher cooperative; suggestion revision of present curriculum; initiation and implementation of reforms.

Women on Words and Images, P.O. Box 2163, Princeton, N.J., 08540. Study of the content and effects of printed media on children.

Women's Action Alliance, 200 Park Avenue, New York, New York. Committee on sex-stereotyping in textbooks will serve as a general clearinghouse of information on all groups engaged in such studies will arrange programs and aid groups wishing to implement curriculum reforms.

*The Year's Work in Women's Studies*, Women's Center, Barnard College, New York, New York, 10027. Reports on activities in women's studies, including not only scholarly research but also innovative projects. An annual round-up to begin publication Summer 1972.

*Sex Role Concepts: An Annotated Bibliography*, Business and Professional Women's Foundation. 2012 Massachusetts Ave., N.W., Washington, D.C., 20036.

Astin, Helen S., Nancy Suniewick and Susan Dweck. *Women: A Bibliography on Their Education and Careers*. Human Service Press, 4301 Connecticut Avenue, N.W., Washington, D.C., 1972. $5.95.

Cisler, Lucinda. *Women: A Bibliography*. 102 West 80th Street, New York, New York, 10024. 25¢.

Harrison, Barbara Grizzuti. *Unlearning the Lie: Sexism in School*. Liverright. 1973. $6.95. A blueprint for action for schools and parents who reject sexism in education; developed by the sex roles committee at the Woodward School in Brooklyn, New York.

Mendenhall, Janice (ed.). *Films on the Women's Movement*. Office of Civil Rights, General Services Administration, Washington, D.C., 20405. Single copies free. This is a very comprehensive list of films dealing with various aspects of women's lives or the Women's Movement. Provides a wide selection for a variety of audiences. This list is updated twice a year.

Wheeler, Helen. *Womanhood Media: Current Resources About Women.* The Scarecrow Press, Box 656, Metuchen, New Jersey, $7.50. An annotated guide to source material on the women's movement, including information on print and non-print media organizations.